

## DOCUMENT RESUME

ED 319 527

PS 018 822

AUTHOR Bidne, Rosemary E.  
TITLE A Study of "Developmentally Appropriate" Kindergarten Programs in Practice.  
PUB DATE Jun 89  
NOTE 45p.; Paper presented at the Biennial Conference on Human Development (11th, Richmond, VA, March 29-31, 1990). Master of Education Field Research Report, National College of Education.  
PUB TYPE Speeches/Conference Papers (150) -- Dissertations/Theses - Undetermined (040)  
EDRS PRICE MF01/PC02 Plus Postage.  
DESCRIPTORS \*Early Childhood Education; \*Educational Practices; \*Kindergarten; \*Open Education; \*Teaching Methods; \*Theory Practice Relationship  
IDENTIFIERS \*Developmentally Appropriate Programs

## ABSTRACT

It is suspected that educators have many interpretations of developmentally appropriate practice and, therefore, a wide variety of practices exist in classrooms labeled "developmentally appropriate." This study investigated daily practices of 10 full-day public school kindergarten programs identified as "developmentally appropriate" by teachers or principals, or in literature describing the programs. Observations were used to assess the degree to which programs engaged in developmentally appropriate practices and the openness in program structure. Results indicated that there was a wide range of practices in the classrooms and a strong positive relationship between developmentally appropriate practices and degree of openness in program structure. (PCB)

\*\*\*\*\*  
\* Reproductions supplied by EDRS are the best that can be made \*  
\* from the original document. \*  
\*\*\*\*\*

ED319527

U.S. DEPARTMENT OF EDUCATION  
Office of Educational Research and Improvement  
EDUCATIONAL RESOURCES INFORMATION  
CENTER (ERIC)

☐ This document has been reproduced as  
received from the person or organization  
originating it.  
☒ Minor changes have been made to improve  
reproduction quality.

• Points of view or opinions stated in this docu-  
ment do not necessarily represent official  
OERI position or policy.

A STUDY OF "DEVELOPMENTALLY APPROPRIATE"  
KINDERGARTEN PROGRAMS IN PRACTICE

By

Rosemary E. Bidne

"PERMISSION TO REPRODUCE THIS  
MATERIAL HAS BEEN GRANTED BY

Rosemary E.  
Bidne

TO THE EDUCATIONAL RESOURCES  
INFORMATION CENTER (ERIC)."

a field research report  
submitted in partial fulfillment  
of the requirements for the degree of  
Master of Education, Field-Based Early Childhood Concentration  
The Foster G. McGaw Graduate School of  
NATIONAL COLLEGE OF EDUCATION

June, 1989

BEST COPY AVAILABLE

PS 018822

## CONTENTS

| Chapter |                                                                                    | Page |
|---------|------------------------------------------------------------------------------------|------|
| I       | INTRODUCTION. . . . .                                                              | 1    |
|         | Statement of the Problem. . . . .                                                  | 2    |
|         | Rationale . . . . .                                                                | 3    |
|         | Overview of the Study . . . . .                                                    | 6    |
|         | Definition of Terms . . . . .                                                      | 6    |
|         | Limitations . . . . .                                                              | 7    |
| II      | REVIEW OF THE LITERATURE. . . . .                                                  | 8    |
|         | Introduction. . . . .                                                              | 9    |
|         | A Historical Overview of Kindergarten . . . . .                                    | 9    |
|         | Today's Kindergarten. . . . .                                                      | 11   |
|         | The Developmental Kindergarten. . . . .                                            | 15   |
|         | Conclusion. . . . .                                                                | 19   |
| III     | THE STUDY . . . . .                                                                | 21   |
|         | Introduction. . . . .                                                              | 22   |
|         | Methodology . . . . .                                                              | 22   |
|         | Findings and Interpretations. . . . .                                              | 25   |
|         | Conclusion. . . . .                                                                | 31   |
|         | REFERENCES. . . . .                                                                | 32   |
|         | APPENDICES                                                                         |      |
|         | A. Modified Version of the Early Childhood<br>Classroom Observation Scale. . . . . | 36   |
|         | B. Options in Program Structure Index. . . . .                                     | 41   |
|         | C. Sample of OPSI. . . . .                                                         | 42   |

Statement of the Problem

"Developmentally appropriate practice" is a commonly-used phrase among today's professionals in the field of early childhood education. The Chicago Association for the Education of Young Children defines developmentally appropriate practice as "curriculum and instruction built on current theory and research of how young children learn. Each aspect of the child's development, physical, emotional, social, and cognitive, is of equal importance" (CAEYC, 1983).

As a former kindergarten teacher, I have a particular interest in contemporary trends in kindergarten programming. There seems to exist a number of school districts, superintendents, and teachers that consider their kindergarten programs developmentally appropriate. However, there is a rising concern among some early childhood professionals that kindergarten classrooms are moving toward more emphasis on academic achievement. I wonder what kinds of experiences five-year-olds actually do take part in during the day and if these experiences support a developmentally appropriate program? For example, how is the classroom organized? What kinds of interactions take place among and between teachers and children? What is the curriculum and how is it implemented?

The purpose of this study was to investigate the daily practices of kindergarten programs labeled developmentally appropriate. I suspected that educators have many interpretations of the phrase "developmentally appropriate practice" and, therefore, there exists a wide variety of practices within these kindergarten classrooms.

preschool levels. Soderman (1984) states that the kindergarten curriculum of today is that of the first grade 15 years ago. Many five-year-olds must complete readiness and post-kindergarten tests to determine their eligibility to enter kindergarten and first grade.

With all this emphasis placed on formal academic achievement, many educators believe that the new demands of kindergarten are inappropriate and can have negative consequences on children's development. Elkind (1987) believes that rigid, formal programs can hamper a child's sense of industry and competence. Thus, the young person's long term academic and vocational success are at risk. Kamii (1985) adds that formal academic instruction may make young children dislike school and lose their confidence in their own ability to solve problems.

#### The Developmental Kindergarten

A developmental kindergarten as defined by CAEYC (1983) is built on current theory and research of how young children learn. A child's physical, emotional, social, and intellectual development is of equal importance. According to Kamii and DeVries (1980), a developmental program provides opportunities for children to develop autonomy, begin to coordinate different points of view, and develop problem-solving abilities.

The curriculum in a developmental kindergarten is integrated. The traditional subjects are integrated in projects and themes that are of interest to the children. The classroom is child-centered, organized, with many materials that provide children with concrete learning experiences. The schedule provides for a variety of experiences including indoor and outdoor activities, active and quiet activities, individual,

small and large group activities, as well as teacher-initiated and child-initiated activities. Ample time is provided for children to explore, move about, choose activities of interest, experiment, and play games (NAEYC, 1988).

Dopyera (1971) believes that an open-structured classroom has a higher probability of meeting the needs of each child. The children have more freedom to initiate their own activities without negative sanction by the teacher.

Play is a key component of a developmental kindergarten (Moyer, Egertson, & Isenberg, 1987). As children interact with their environment through play, new mental relationships are formed (Lavetelli, 1973). Kamii and DeVries (1980) explain the learning process through the theory of constructivism. Play provides the perfect opportunity for children to build and rebuild mental relationships in a meaningful way.

Ample opportunity for problem-solving is also a component of a developmental kindergarten. Through problem-solving experiences, children develop a sense of competence and industry (Elkind, 1987). It also stimulates children's mental activity as children relate new understanding to previous ones (Goffin & Tull, 1985).

The teacher's role in a developmental kindergarten is that of being a guide and facilitator of children's learning. The teacher should understand child development and be capable of providing a classroom environment that maximizes the total development of students (Goffin & Tull, 1985). The teacher should reduce his/her power as much as possible in order to allow children to develop their own autonomy and begin to respect others' viewpoints (Kamii & DeVries, 1980).

### Overview of the Study

While developmentally appropriate practice is gaining the attention of early childhood professionals, I was interested in the actual day-to-day happenings in these kindergarten classrooms. What are the similarities and differences in kindergarten classrooms labeled developmentally appropriate? Is there a relationship between open-structure and developmentally appropriate practice? Further investigation was needed in these kindergarten classrooms to determine actual everyday practice.

### Definition of Terms

For the purpose of this research study, developmentally appropriate practice refers to the age and individual appropriateness of the program to meet the physical, social, emotional, and cognitive needs of children. The activities, materials, and classroom environment are compatible with childrens growth patterns, interests, and experiences (NAEYC, 1986).

Open structure refers to the degree of openness and freedom children have within a program to initiate activity and the presence of opportunity within the classroom (Spodek & Walberg, 1975).

Academics and intellectual development are an integral component of every early childhood program. However, in this study, academics refers to a highly structured, teacher-directed classroom which concentrates on teaching children isolated skills through rote memorization, worksheets, and direct instruction.

### Limitations

My original plan was to observe half-day kindergarten programs labeled "developmentally appropriate." However, I was not able to locate half-day programs so I observed only full-day programs.

Another limitation of the study is that each classroom was observed only one time. Results will be based on observations gleaned on that particular day.

Finally, since only a small number of kindergarten programs labeled "developmentally appropriate" were observed, caution should be taken in generalizing these findings to a larger population.

### Introduction

Professionals in the field of early childhood education have expressed concern about current trends in kindergarten programming. The focus in many kindergarten classrooms is on academic learning, achievement, and skills. A survey conducted by the Educational Research Service stated that of 1,228 principals, 85% indicated that the primary focus of their kindergartens was academics (Jackson, Wagner, & McNamara, 1987). Seefeldt (1985) states, "The children's garden is becoming a pressure cooker where two workbooks in a two and one-half hour session with a minimum of ten minutes of play is not uncommon" (p. 12). These educational practices are not developmentally appropriate according to a position statement by the Chicago Association for Education of Young Children (1983). The Association for Childhood Education International (ACEI) also advocates a developmental, child-centered kindergarten program where children are allowed to play, experiment, problem-solve, explore, speak, and listen (Moyer, Egertson, & Isenberg, 1987).

### A Historical Overview of Kindergarten

#### The Beginning

The first kindergarten was established by Friedrich Froebel in Germany in 1837. Literally it was considered "a garden for children" where like growing plants, children grew and matured (Moyer, Egertson, & Isenberg, 1987). Kindergarten has been a part of the public school system in the United States since 1873 when the first Public School kindergarten was established in St. Louis. Its purpose according to Moyer was to aid the acculturation process of the new immigrants. It was

believed that this social experience would ease immigrant children's transition to later formal schooling. The children played together and took part in small and large group activities, free from academic pressure.

#### Influencing Events of the 1960's

Two events occurred in the sixties that influenced kindergarten programming. The Russians successful launching of Sputnik and a war on poverty turned public attention to American Education. At that same time, Jerome Bruner theorized that a child could be taught anything in some intellectually honest form at any age (Seefeldt, 1985). Society believed that it was never too soon to begin educating children and that early education experiences could improve later academic success. Kindergarten began to change it's focus of socialization and process to an academic and product emphasis. Seefeldt (1985) states, "Five-year-olds were pushed, molded, and readied to get us to the moon or break the poverty cycle by gaining a year of early childhood experience" (p. 13). Society began to value early childhood education even more highly after the favorable conclusions of the sixteen year study of Head Start in Ypsilanti, Michigan. Only half of all five-year-olds were enrolled in kindergarten in 1965. However, by 1980, 85% of eligible children were enrolled according to the Chicago Association for the Education of Young Children (CAEYC, 1983).

#### Influencing Events of the 1980's

Today the national concern toward education due to the perceived failure of schools to successfully teach academic skills coupled with the "Back to the Basics" movement has pressured educators of young children to teach academic skills earlier, at the kindergarten and even the

preschool levels (Elkind, 1987). Parental misconceptions of child development, the economic need for both parents to join the work force, and an increased number of single-parent families have also affected the changes in kindergarten programming (Elkind, 1987). Full-day kindergartens have increased in number. Seefeldt (1985) states, "Some educators believe children need a longer kindergarten day in order to get ready for first grade. Longer days allow students more time for learning activities in reading, math, and writing" (p. 13). Other factors contributing to the academic kindergarten according to Moyer, Egertson and Isenberg (1987), include the aggressive marketing of commercial materials largely inappropriate for kindergarteners, a shortage of teachers specially trained in the field of early childhood education, and a shortage of trained teachers in areas where enrollment has declined.

### Today's Kindergarten

#### Academic Programming

Elkind (1987) states that the kindergarten curriculum has changed in many schools from play-oriented to the teaching of formal reading and mathematics. "Dressing-up, building with blocks, and painting have been replaced by vistas of workbooks, rote memorization, and high pressure academics," says Seefeldt (1985, p. 13). Soderman (1984) states that curriculum for kindergarten today is what was expected of first-graders fifteen years ago. The Chicago Association for the Education of Young Children (1983) notes that children are expected to master specific skills, including rote counting one to ten, the recognition of letters and numerals, and discrimination of beginning sounds. These skills were rated

as very important for the children to accomplish in the regular kindergarten programs by their teachers in a survey conducted in the Ann Arbor Public Schools in Michigan (Morado, 1987).

#### Academic Testing

The increase of academic demands in kindergarten coupled with a demand for more accountability in society has had another consequence -- the use of more readiness and screening devices to measure learning achievement. According to Time Magazine, 75% of the states in our nation use readiness tests to determine enrollment for kindergarten and first grade. Georgia is the first state which requires children completing kindergarten to take a standardized written test to determine promotion to first grade. The test consists of identifying shapes, numerals, various objects, and solving math problems. One problem in this test reads, "Sam is the tenth person in line. How many people are in front of him?" (Bowen, 1988, p. 86). In Minneapolis, Minnesota, kindergarten children must answer fifty-six verbal questions on a one-to-one basis. Time Magazine reported that 13% failed this test last year (Bowen, 1988).

Readiness kindergartens have been established that are designed for children who are labeled as "not ready" for regular kindergarten. The Glen Cove City School District in New York uses a readiness survey for this purpose. In their conclusion of a longitudinal study, the readiness instrument was deemed adequate in placing children in the readiness kindergarten. However, findings did not indicate any positive or negative effect on academic achievement of the children placed (Pipitone, 1985).

In Norwood-Norfolk, a central school district in New York, 61% of the children hoping to enter kindergarten were labeled "not ready" through

the use of a standardized test. These children were placed in a two-year kindergarten program before entering first grade. Later the test was considered to have a 50% margin of error (Bowen, 1988). In Michigan, children screened and identified as "not ready" also were enrolled in a readiness kindergarten. Seventy-nine percent of the districts use only one test. Sixteen percent use a two-step procedure for evaluation. After completing a year in readiness kindergarten, 94% went on to regular kindergarten. Only 6% of the children were retested to determine which placement, regular kindergarten or first grade, was appropriate (Morado, 1987).

Elkind believes that readiness tests are not good predictors of a child's academic performance in early grades. He emphasizes that it is difficult to assess a young child's cognitive development as it is constantly evolving (Elkind, 1987).

Elkind further argues that the error in readiness tests is that they locate the problem in the child instead of rightly on the match between the child and the school program. In DuVaul County, Florida, the Mayport Elementary School recognized the dysfunction between the kindergarten's curricular expectations and child development expectations. They took action in planning and implementing a pilot developmental child-centered kindergarten (Jackson, Wagner, & McNamara, 1987).

#### Concerns about the Academic Kindergarten

Seefeldt (1985) believes that the new academic demands of kindergarten can destroy the purpose, value, and benefit of its original intention. Elkind (1987) adds that rigid, formal programs are not appropriate for children at this developmental stage. Symbols and derived learning

experiences can have negative consequences for children's sense of industry and eventual school and vocational success. "Formal education presupposes the very operations that are just in the process of formation. The result is the sense of frustration, a sense of not being able to cope and a sense of helplessness" (Elkind, 1987, p. 142).

Kamii (1985) states that the imposition of academic instruction may make children dislike school and lose their own ability to figure things out. Pressures of academics do not allow children to be risk takers as right answers are emphasized. This diminishes the child's motivation to learn (CAEYC, 1983). The CAEYC position paper also adds that at the end of the year, many kindergarten students act in socially unacceptable ways as a result of a personally meaningless curriculum.

The National Association for the Education of Young Children (NAEYC) states that children are being taught academic skills, but are not learning to apply these skills in developing more complex thinking abilities (NAEYC, 1988). Seefeldt (1985) adds, "Children who must sit still, fill out worksheets, memorize facts, and recite the alphabet are not really learning. The opportunities to interact with other people and the physical environment are limited. Inactive children learn very little" (p. 13). Research has shown no significant difference in achievement scores in programs using reading readiness workbooks and programs using normal kindergarten play activities (CAEYC, 1983).

The American Academy of Pediatrics has become alarmed at the dramatic increase in stress-related symptoms seen in young children. Some educators feel that young children have become visibly stressed as academic demands are greater than their developmental capacity to respond (Soderman, 1984).

## The Developmental Kindergarten

### Rationale

Even though the pressures of early achievement have intensified the way four and five year old children grow and learn has not. Seefeldt (1985) states that there is no way to speed up the way young children grow and develop. The developmental kindergarten (as defined by CAEYC) emphasizes that the curriculum should recognize and respond to each child's needs in each of the developmental areas -- physical, social, emotional, and cognitive. The curriculum should fit the children and not vice-versa. A child's development is integrated. "Development in one dimension influences and is influenced by the development in all other dimensions" (NAEYC, 1988, p. 65).

### The Characteristics of Five-Year-Olds

Physical characteristics. According to CAEYC, five-year-olds weigh on the average, approximately 41 pounds and are about 43 inches tall. Children at this age are active. They are capable of skipping, hopping, jumping, and bicycling. Five-year-olds become more fatigued sitting still for long periods of time than by active play. Boys are generally better at climbing up and down ladders and ball throwing. Girls excel at coloring, pasting, and cutting, due to their manual dexterity (CAEYC, 1983).

Social and emotional characteristics. According to Erik Erikson's psychosocial stages, most kindergarten children have worked through issues of trust, autonomy, and initiative. They are pleased with their emerging sense of competency and industry. They are socially curious about

the world outside the home (CAEYC, 1983). According to Elkind (1987) the experiences that children encounter in kindergarten and first grade are of critical importance in determining whether their sense of industry and competence will be stronger than their sense of inferiority and helplessness. Educational practice and curriculum need to accommodate the modes of learning of young children ensuring the children's success. This in turn strengthens and supports their sense of industry and competence (NAEYC, 1988).

Cognitive characteristics. Jean Piaget is recognized as one of the great theorists in developmental psychology. His theory describes intellectual development. According to Piaget's theory, children between the ages of four and seven are at the preoperational level. Children at this point in development make judgments on the basis of how things look. They focus on one variable at a time and have difficulty realizing that an object can possess more than one property at the same time. As children interact with their environment, new mental relationships are formed (Lavetelli, 1973). Kamii and DeVries explain the learning process by constructivism. This view explains that knowledge and moral values are constructed from inside the individual in interaction with the environment (Kamii & DeVries, 1980). As children act on the environment, they construct knowledge by building mental relationships. These mental relationships are refined through the child's mistakes, thus a new level of understanding is constructed. Exploration and manipulation of concrete materials are essential to stimulate cognitive development (Kamii & DeVries, 1980).

### Appropriate Practice

Definition. The Association for Childhood Education International (ACEI) believes that kindergarten education is very important (Moyer, Egertson, & Isenberg, 1987). NAEYC, as well, supports the proposition that "the primary grades have the potential for starting children on a course of lifelong learning. Whether schools achieve this potential for children is largely dependent on the degree to which teachers adopt principles of developmentally appropriate practice" (NAEYC, 1988, p. 68). Developmentally appropriate practice is curriculum and instruction built on current theory and research of how children learn and develop, encompassing the children's physical, social, emotional, and cognitive levels (CAEYC, 1983).

Objectives. With this rationale in mind, the broad educational goals for the developmental kindergarten should include developing autonomy through secure relationships where adult power is reduced as much as possible. Another goal is that children begin to coordinate different points of view, and develop problem-solving abilities. Children should become confident in their ability to figure things out (Kamii & DeVries, 1980).

Curriculum. Seefeldt (1985) states that a developmentally appropriate curriculum should revolve around play and language. The curriculum is integrated. Instead of children learning the traditional subjects, the subjects are integrated in projects and themes that are interesting to the children. The children and teacher choose the topics to study. The classroom should be arranged into learning centers, where children can

explore, move about, choose activities, experiment, and play games (NAEYC, 1988). The space should be arranged to promote children's interest, active involvement, initiate development, and be well organized. NAEYC (1988) advocates plentiful manipulatives that can be used in several different ways. The materials should be appropriate for different levels of intellect. Elkind (1987) states that through the interaction with a rich environment, children develop their sense of industry and competency. Through games children build competency as they begin to see another person's point of view (Kamii & DeVries, 1980).

The importance of play. Moyer, Egertson, and Isenberg (1987) quote Simmons who stated, "Play is the basic ingredient in learning in kindergarten. It is the way children learn most effectively." Play involves materials, equipment, words, and ideas. It promotes literacy and develops thinking skills, creativity and concept formation (Moyer, Egertson, & Isenberg, 1987, p. 238). Seefeldt (1985) adds that play provides a means for children to learn math, science, social studies, and language arts. Through play children manipulate, count, compare, and sort. They construct knowledge. Glickman (1979) states,

If children are to learn to read and write, spell and compute with proficiency, then the answer is not to give them more basal readers and traditional instruction. The answer is to provide them with time and opportunity to play. (cited in Moyer, Egertson, & Isenberg, 1987, p. 240).

The importance of problem-solving. Problem-solving should be practiced regularly in the developmental kindergarten. Activities including dramatic play, puppetry, cooking, block-building, waterplay, sand, woodworking, art, and everyday occurrences promote problem-solving (Goffin

& Tull, 1985). Through problem-solving experiences, children develop a sense of competence and industry (Elkind, 1987). Through peer interaction, children learn to consider other's point of view (Kamii & DeVries, 1980). Problem-solving also stimulates children's mental activity as children relate new understanding to previous ones (Goffin & Tull, 1985).

The role of teachers. Teachers who teach kindergarten should have a knowledge of child development. They should be resource people who facilitate, guide, and encourage children's learning. The teacher should be capable of providing a supportive environment where children can develop. He/she should be able to utilize a variety of instructional methods, including small groups, activity centers, and large groups (NAEYC, 1988). The teacher should be able to listen to the children, and encourage students to reflect on their activities and justify their outcomes. The teacher's role is not to give right answers, but to encourage children to build their own knowledge, by asking thought-provoking questions, and encouraging the children's mental activity (Goffin & Tull, 1985).

### Conclusion

Early childhood is considered an important time in life. Children are developing attitudes about themselves, about others, and about learning. However, Elkind (1987) states that this is not the time for formal instruction. He challenges us to consider the early years for what they are, and to stop being influenced by social and political dynamics. He states, "We need to provide developmentally appropriate experiences that will enable children to emerge from kindergarten with

a sense of industry, competence, and an eagerness and enthusiasm for further schooling" (Elkind, 1987, p. 58). CAEYC states that "Kindergarten should no longer be the elementary school's step-child; it should be the place where success in school is ensured" (CAEYC, 1983, p. ii). Zigler agrees. He states, "Kindergarten should be structured so that no child can fail" (Bowen, 1988, p. 86).

Elkind (1987) concludes that we must change our kindergarten programs to meet the developmental needs of our five-year-olds. This should eliminate academic instruction, including the elimination of grades and workbooks. He also believes that we need to provide specially trained teachers in the field of early childhood. CAEYC (1983) challenges those in the field of early childhood to research and develop alternate ways to evaluate kindergarten programs which are consistent with developmental theory. "Otherwise the evaluation instruments available will continue to determine the content of the curriculum" (CAEYC, 1983, p. 8).

## Introduction

While many kindergarten teachers and early childhood professionals are using the phrase "developmentally appropriate practice," there seems to be a variety of interpretations evident in the classrooms. What kinds of similarities and differences exist in these kindergarten classrooms? Is there a relationship between open-structure and developmentally appropriate practice? The purpose of this study was to investigate the daily practices of kindergarten programs labeled developmentally appropriate.

## Methodology

Sample

The kindergarten programs used in this study were full-day programs in public school systems, in session during the 1988-89 school year. They were identified as "developmentally appropriate" by the teacher, principal, or stated as such in literature describing the program. The ten kindergarten classrooms were located in Chicago or in the surrounding suburbs. The teachers and children were of various socio-economic levels and ethnic backgrounds.

Instrumentation

A modified version of the Early Childhood Classroom Observation Scale (Bredekamp, 1986) was used to assess the degree a program engaged in developmentally appropriate practices (NAEYC, 1984). Appendix A includes a copy of the observation instrument used in this study. As noted on this instrument, there are six subscales: interactions among staff and children

(11 items); curriculum (10 items); staff and parent interaction (4 items); staffing (1 item); physical environment (8 items); health and safety (6 items); and nutrition (1 item). Specific criterion were listed in each of these subscales. A score of 2 was given if the criterion was fully met, 1 if it was partially met, and 0 if it was not met. The six subscale totals were combined for a total scale score. Thus, the modified Early Childhood Classroom Observation Scale has a potential range of a low of 0 to a high of 82. A high score indicates that the program exhibits a greater degree of developmentally appropriate practices.

The short form of the OPSI (Options in Program Structure Index), an instrument developed by Dopyera (1975) was also used to observe each program. The OPSI assesses the probability of how a program provides for childrens' needs. These include the need to: go to the bathroom; get a drink of water; rest and be left alone, have privacy; move freely about the room; practice large muscle control (except running); practice fine muscle coordination (other than pencil and crayon); run, play with, tease, or chase other children; talk informally with other children; receive responsive, undivided, and individual attention from the teacher regarding something important enough to the child to initiate contact; informal involvement in dramatic play; informal involvement in music activities (singing, dancing, rhythms); informal involvement in art activities (painting, clay, woodworking); informal involvement in math, science, and nature activities; informal writing; and informal reading. These activities can be grouped into three subscales: the child's physical and personal needs; the child's freedom of movement and interaction; and the child's freedom to engage in child initiated subject areas.

In using the OPSI the daily schedule was broken down into the components of activities including the beginning and ending times for each part of the day (see Appendix B). During each scheduled part of the day, a "+" was recorded if the behaviors in the needs list were acceptable without negative sanction by the teacher. A "0" was marked if the behavior in the needs list was not acceptable. This procedure was followed throughout the kindergarten session. Appendix C provides a completed sample of scoring.

The OPSI was designed as a research instrument by Lay and Dopyera (1971) to serve as a dependent measure in a study of preservice teachers under contrasting organizational climates. It has also been used as an independent measure in program research and evaluation. The OPSI has been implemented to indicate contrast between the degree of openness of an innovative day care program and a more traditional program. It has also been the focus of classroom planning and school change for preservice and in-service training for teachers (Spodek & Walberg, 1975).

Lay and Dopyera state that the OPSI appears useful in assessing a full range of programs; that it has demonstrated both reliability and validity. However, they add that it appears to work better with respondents with some experience in planning and implementing programs rather than those with little experience.

There are some limitations to the use of the OPSI. Used as a self-reporting procedure, it is subject to social desirability biases in reporting. There may also be some distortion in the respondents' interpretation of the terms "generally not okay" and "informal involvement." Also the OPSI is limited to the assessment of the listed

15 behaviors. Other behaviors may be of more relevance in some instances to programs being assessed (Lay & Dopyera, 1971).

Separate subscale percentage scores on the OPSI indicate the extent to which the program accommodates a child's need if the need were present. Thus, a higher overall percentage score indicates high openness in the program.

#### Data Collection and Analysis

Ten full-day kindergarten programs were observed for an entire session. Observations were done during October, November, December, and January, 1988-89. The modified Early Childhood Classroom Observation Scale and the OPSI were used to record data during these observations. Correlational analysis was conducted to determine if a positive association exists between developmentally appropriate practices and openness in program structure.

#### Findings and Interpretations

Table 1 presents the means, standard deviations and range of scores for the individual subscales and the total scale scores for the modified Early Childhood Classroom Observation Scale. Looking at the range of scores, there was a great variety of classroom practices in the areas of staff and child interaction, curriculum, and physical environment. Nutrition was the only consistent score within these kindergarten classrooms, as each child was allowed to bring a lunch from home or participate in the Child Care Food Program.

Table 2 presents the means, standard deviations and range of scores for the subscales included on the OPSI. Please note here that the means

Table 1  
Means, Standard Deviations, and Range of Scores for  
Developmentally Appropriate Subscales (N=10)

| Variable                 | M     | S.D.  | Possible<br>Range | Actual<br>Range |
|--------------------------|-------|-------|-------------------|-----------------|
| Staff/Child Interaction  | 17.10 | 5.72  | 0 - 22            | 3 - 22          |
| Curriculum               | 13.40 | 5.62  | 0 - 20            | 3 - 19          |
| Staff/Parent Interaction | 6.80  | 1.99  | 0 - 8             | 3 - 8           |
| Staffing                 | 0.80  | 0.79  | 0 - 2             | 0 - 2           |
| Physical Environment     | 12.60 | 5.19  | 0 - 16            | 3 - 16          |
| Health/Safety            | 10.70 | 2.11  | 0 - 12            | 7 - 12          |
| Nutrition                | 2.00  | 0.00  | 0 - 2             | 2 - 2           |
| Total Score              | 63.40 | 19.96 | 0 - 82            | 23 - 81         |

are the mean percentage of time that was allowed in the classroom for each of the activities noted. Looking at the median scores, the activity most restricted was the freedom to run, play and tease. Whereas, the freedom for children to use the bathroom was the highest median percentage. However, this activity also has the greatest range of scores.

As evident in subscale C: Freedom for Children to Initiate Their Own Learning Activities, the mean was only 16%. As child-initiated activities and play are an essential component of a developmental kindergarten (Moyer, Egertson, & Isenberg, 1987), this seems like an insufficient amount of time. However please note the high degree of variance.

The most fascinating finding in this whole study is that all these kindergarten programs were considered "developmentally appropriate" by the teacher or principal. Indeed there is a wide range of practices under the rubric of "developmentally appropriate practices." This range is evident as measured by the modified Early Childhood Classroom Observation Scale -- one that specifically looks at developmentally appropriate practices, and under the degree of openness in classroom structure as measured by the OPSI. So, clearly there is a marked variation among early childhood professionals in their understanding and implementation of "developmentally appropriate" practices in their classrooms.

The key question in this study was to determine the degree of association between developmentally appropriate practices (as operationalized by the modified Early Childhood Classroom Observation Scale), and the degree of classroom openness (as operationalized by the OPSI). Correlational analysis was conducted to determine the relationship between

Table 2

Means, Standard Deviations, and Range of Scores for  
Openness in Program Structure Index (OPSI) - in percentages (N=10)

| Variable                    | M     | S.D.  | Possible<br>Range | Actual<br>Range |
|-----------------------------|-------|-------|-------------------|-----------------|
| Bathroom                    | 75.00 | 29.49 | 0 - 100           | 12 - 99         |
| Drink                       | 50.80 | 26.74 | 0 - 100           | 12 - 83         |
| Rest                        | 19.60 | 13.01 | 0 - 100           | 4 - 42          |
| Move Freely                 | 38.30 | 19.78 | 0 - 100           | 8 - 65          |
| Large Muscle                | 30.80 | 17.54 | 0 - 100           | 6 - 57          |
| Fine Muscle                 | 25.60 | 14.49 | 0 - 100           | 0 - 49          |
| Run - Play - Tease          | 10.00 | 5.93  | 0 - 100           | 0 - 20          |
| Talk Informally             | 62.60 | 19.31 | 0 - 100           | 18 - 80         |
| Receive Attention           | 71.00 | 21.81 | 0 - 100           | 39 - 99         |
| Dramatic Play               | 17.40 | 12.37 | 0 - 100           | 0 - 45          |
| Music                       | 10.90 | 12.09 | 0 - 100           | 0 - 30          |
| Art                         | 15.20 | 13.21 | 0 - 100           | 0 - 33          |
| Math - Science - Nature     | 15.10 | 9.75  | 0 - 100           | 0 - 30          |
| Writing                     | 17.10 | 11.00 | 0 - 100           | 0 - 33          |
| Reading                     | 21.60 | 13.26 | 0 - 100           | 8 - 50          |
| SUB A - Physcl/Prsnl Needs  | 48.47 | 20.56 | 0 - 100           | 9.33 - 66.67    |
| SUB B - Frdm Movmnt/Intrctn | 39.72 | 13.46 | 0 - 100           | 13.83 - 55.83   |
| SUB C - Frdm Chld Intit Act | 16.22 | 10.54 | 0 - 100           | 4.00 - 36.83    |
| Total OPSI Score            | 34.80 | 13.75 | 0 - 100           | 9.89 - 51.39    |

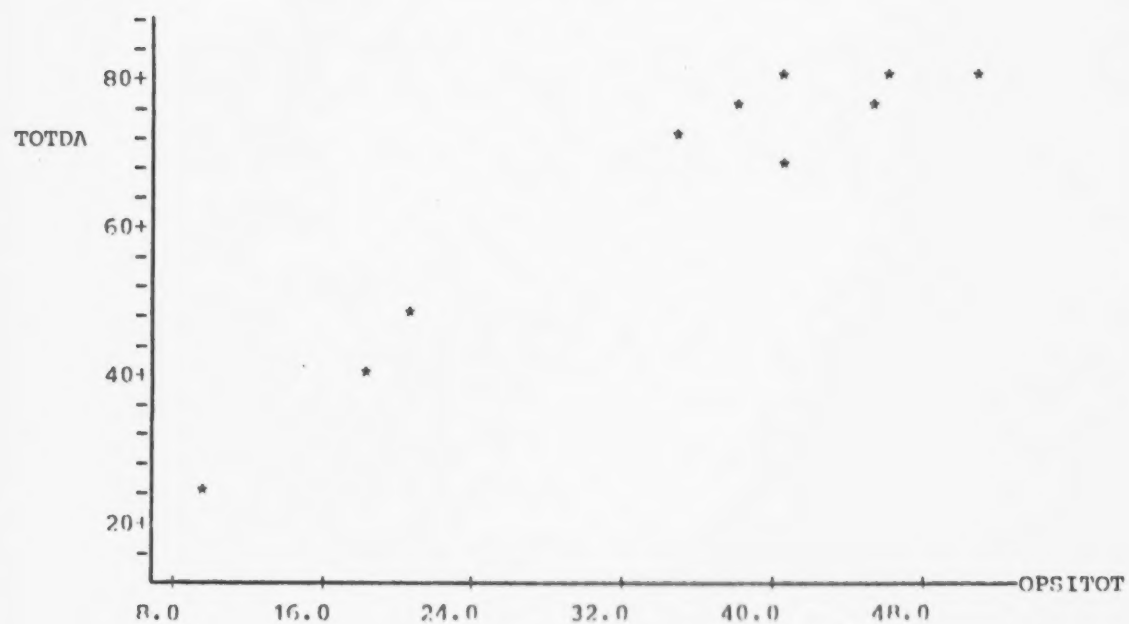
these two variables. The results of the data analysis confirm that there is a very strong positive relationship between developmentally appropriate practices and degree of openness in the classroom structure; ( $r = .96$   $p < .001$ ). This strong association can be shown graphically in Figure 1 which is a scatterplot showing the correlation between these two variables.

The results of this study show that for at least these ten kindergarten classrooms, there is a very strong association between developmentally appropriate practices as measured by the modified Early Childhood Classroom Observation Scale and openness in classroom structure as measured by OPSI by Dopyera and Lay. This would lead one to deduct that developmentally appropriate practice may be almost synonymous with the degree of child-initiated freedom in the classroom for children to pursue their own interests through play and problem-solving activities.

However, this was just a very small sample, and it would be inappropriate to generalize these findings to all kindergarten classrooms. It should be noted that while obvious observer bias tried to be guarded in this study, the fact that only one person doing the observations may have clouded the judgment in assessing the programs. To replicate this study one might want to have two separate observers looking at programs for each observation instrument. The constraints of time and resources available did not permit this degree of control in this study. Future research exploring these issues would want to add that degree of control into the research design.

Figure 1

Scatterplot of Total Developmentally Appropriate Practice Scores and  
Total Options in Program Structure Index (OPSI) Scores



### Conclusion

While many similarities existed within the daily practices of these ten kindergarten classrooms, the wide range of scores indicate that educators have many differing opinions as to the implementation of programs that are developmentally appropriate. This popular term amongst early childhood professionals needs clearer definition -- especially as practiced in kindergarten classrooms. More teacher training would be beneficial in a more consistent implementation of developmentally appropriate practice in the schools. Further investigation is needed to assess the correlation between developmentally appropriate practices and the degree of openness in classroom structure.

Also, more research is in order to assess the benefits of such programs for kindergarten children. While many professionals in the field of early childhood education believe that a developmental kindergarten is the most advantageous program for five-year-olds, we need to produce sufficient evidence, through further research and study, so that our kindergarten children develop autonomy, begin to coordinate different points of view and develop the problem-solving abilities necessary for a successful future.

## REFERENCES

- Bowen, E. (1988, April 25). Can kids flunk kindergarten? Time Magazine, p. 86.
- Bredekamp, S. (1986). The reliability and validity of the early childhood classroom observation scale for accrediting early childhood programs. Early Childhood Research Quarterly, 1, 103-118.
- Chicago Association for the Education of Young Children Subcommittee on Public Policy on Kindergarten. (1983, Fall). Kindergarten: What should be. Paper presented at the National Association for the Education of Young Children Conference in Atlanta.
- Elkind, D. (1987). Miseducation: Preschoolers at risk. New York: Knopf.
- Goffin, S. G., & Tull, C. Q. (1985, March). Problem solving, encouraging active learning. Young Children, 28-32.
- Jackson, C. L., Wagner, B. D., & McNamara, E. (1987). Planning a developmental kindergarten program: A case study. Jacksonville, FL: Mayport Elementary School. (ERIC Document Reproduction Service No. ED 284-688)
- Kamii, C. (1985, September). Leading primary education toward excellence beyond worksheets and drill. Young Children, 3-9.
- Kamii, C., & DeVries, R. (1980). Group games in early education. Washington DC: The National Association for the Education of Young Children.
- Lavatelli, C. S. (1973). Piaget's theory applied to an early childhood curriculum. Boston: American Science and Engineering Inc.
- Lay, M., & Dopyera, J. (1971). Analysis of early childhood programs. Urbana, IL: ERIC Clearinghouse on Early Childhood Education.
- Morado, C. (1987). Kindergarten alternatives for the child who is "not ready": Programs and policy issues. University of Michigan and Ann Arbor Public Schools. (ERIC Document Reproduction Service No. ED 282 644)
- Moyer, J., Egertson, H., & Isenberg, J. (1987, April). The child-centered kindergarten. Childhood Education, 235-246.
- National Association for the Education of Young Children. (1984). Accreditation criteria and procedures of the national academy of early childhood programs. Washington, DC: NAEYC.
- National Association for the Education of Young Children. (1986). Developmentally appropriate practice. Washington, DC: NAEYC.
- National Association for the Education of Young Children. (1988, January). Developmentally appropriate practice in the primary grades, serving five through eight year olds. Young Children, 64-84.

- Pipitone, S. A. (1985). Longitudinal study of developmental kindergarten program in the Glen Cove City school district. Glen Cove City, NY. (ERIC Document Reproduction Service No. ED 276 500)
- Seefeldt, C. (1985, May). Tomorrow's kindergarten: Pleasure or pressure. Principal, 12-15.
- Soderman, A. K. (1984, July). Formal education for four-year-olds? That depends... Young Children, 11-13.
- Spodek, B., & Walberg, H. (1975). Studies in open education. New York: Agathon Press. 127-142.

| A. Interactions among Staff and Children                                                                                                                                                                                                                                                                                                                                                               | Total A                                     |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--|
| 1. Staff interact frequently with children. Staff express respect for and affection toward children by smiling, touching, holding, and speaking to children at their eye level throughout the day, particularly on arriving and departure,                                                                                                                                                             | 0 not met<br>1 partially met<br>2 fully met |  |
| 2. Staff are available and responsive to children; encourage them to share experiences, ideas, and feelings; and listen to them with attention and respect.                                                                                                                                                                                                                                            | 0 not met<br>1 partially met<br>2 fully met |  |
| 3. Staff speak with children in a friendly, positive, courteous manner. Staff converse frequently with children, asking open-ended questions and speaking individually to children (as opposed to the whole group) most of the time.                                                                                                                                                                   | 0 not met<br>1 partially met<br>2 fully met |  |
| 4. Staff equally treat children of all races, religions, and cultures with respect and consideration. Staff provide children of both sexes with equal opportunities to take part in all activities.                                                                                                                                                                                                    | 0 not met<br>1 partially met<br>2 fully met |  |
| 5. Staff encourage developmentally appropriate independence in children. Staff foster independence in routing activities such as picking up toys, wiping spills, personal grooming (toileting, hand washing), obtaining and caring for materials, and other self-help skills.                                                                                                                          | 0 not met<br>1 partially met<br>2 fully met |  |
| 6. Staff use positive techniques of guidance, including redirection, anticipation of and elimination of potential problems, positive reinforcement, and encouragement rather than competition, comparison, or criticism. Staff abstain from corporal punishment or other humiliating or frightening discipline techniques. Consistent, clear rules are explained to children and understood by adults. | 0 not met<br>1 partially met<br>2 fully met |  |
| 7. The sound of the environment is primarily marked by pleasant conversation, spontaneous laughter, and exclamations of excitement rather than harsh, stressful noise or enforces quiet.                                                                                                                                                                                                               | 0 not met<br>1 partially met<br>2 fully met |  |
| 8. Staff assist children to be comfortable, relaxed, happy, and involved in play and other activities.                                                                                                                                                                                                                                                                                                 | 0 not met<br>1 partially met<br>2 fully met |  |
| 9. Staff foster cooperation and other prosocial behaviors among children.                                                                                                                                                                                                                                                                                                                              | 0 not met<br>1 partially met<br>2 fully met |  |
| 10. Staff expectations of children's social behavior are developmentally appropriate.                                                                                                                                                                                                                                                                                                                  | 0 not met<br>1 partially met<br>2 fully met |  |
| 11. Children are encouraged to verbalize feelings and ideas.                                                                                                                                                                                                                                                                                                                                           | 0 not met<br>1 partially met<br>2 fully met |  |

| Total B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| B. Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                             |
| 1. The curriculum is planned to reflect the program's philosophy and goals for children.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 0 not met<br>1 partially met<br>2 fully met |
| 2. Staff plan realistic curriculum goals for children based on assessment of individual needs and interests.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 0 not met<br>1 partially met<br>2 fully met |
| 3. Modifications are made in the environment when necessary for children with special needs. Staff make appropriate professional referrals where necessary.                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 0 not met<br>1 partially met<br>2 fully met |
| 4. The daily schedule is planned to provide a balance of activities on the following dimensions:<br>a. indoor/outdoor                      b. quiet/active<br>c. individual/small/large group      d. large muscle/small muscle<br>e. child initiated/staff initiated                                                                                                                                                                                                                                                                                                                                                | 0 not met<br>1 partially met<br>2 fully met |
| 5. Developmentally appropriate materials and equipment which project heterogeneous racial, sexual, and age attributes are selected and used.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 0 not met<br>1 partially met<br>2 fully met |
| 6. Staff provide a variety of developmentally appropriate activities and materials that are selected to emphasize concrete experiential learning and to achieve the following goals:<br>a. foster positive self-concept<br>b. develop social skills<br>c. encourage children to think, reason, question, and experiment<br>d. encourage language development<br>e. enhance physical development and skills<br>f. encourage and demonstrate sound health, safety, and nutritional practices.<br>g. encourage creative expression and appreciation for the arts<br>h. respect cultural diversity of staff and children | 0 not met<br>1 partially met<br>2 fully met |
| 7. Staff provide materials and time for children to select their own activities during the day. Children may choose from among several activities which the teacher has planned or the children initiate. Staff respect the child's right to choose not to participate at times.                                                                                                                                                                                                                                                                                                                                     | 0 not met<br>1 partially met<br>2 fully met |
| 8. Staff conduct smooth and unregimented transitions between activities. Children are not always required to move from one activity to another as a group. Transitions are planned as a vehicle for learning.                                                                                                                                                                                                                                                                                                                                                                                                        | 0 not met<br>1 partially met<br>2 fully met |
| 9. Staff are flexible enough to change planned or routine activities according to the needs or interests of children or to cope with changes in weather or other situations which affect routines without unduly alarming children.                                                                                                                                                                                                                                                                                                                                                                                  | 0 not met<br>1 partially met<br>2 fully met |
| 10. Routine tasks are incorporated into the program as a means of furthering children's learning, self-help, and social skills. Routines such as toileting, eating, dressing, are handled in a relaxed, reassuring, and individualized manner based on developmental needs. Staff plan with parents to make toileting, feeding, and the development of other independent skills a positive experience for children.                                                                                                                                                                                                  | 0 not met<br>1 partially met<br>2 fully met |

### C. Staff-Parent Interaction

|                                                                                                                                                                                                                                                                                                                                |                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1. Information about the program is given to new and prospective families, including written descriptions of the program's philosophy and operating procedures.                                                                                                                                                                | 0 not met<br>1 partially met<br>2 fully met |
| 2. Parents are welcome visitors in the center at all times (for example to observe, eat lunch with a child, or volunteer to help in the classroom). Parents and other family members are encouraged to be involved in the program in various ways, taking into consideration working parents and those with little spare time. | 0 not met<br>1 partially met<br>2 fully met |
| 3. Conferences are held at least once a year and at other times, as needed, to discuss children's progress, accomplishments, and difficulties at home and at the center.                                                                                                                                                       | 0 not met<br>1 partially met<br>2 fully met |
| 4. Parents are informed about the center's program through regular newsletters, bulleting boards, frequent notes, telephone calls, and other similar measures.                                                                                                                                                                 | 0 not met<br>1 partially met<br>2 fully met |

TOTAL C

### D. Staffing

|                                                                                                                                                                                                                                                                                                                       |                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1. Sufficient staff with primary responsibility for children are available to provide frequent personal contact; meaningful learning activities; supervision; and to offer immediate care as needed. Staff-child ratios are maintained in relation to size of group.<br>Group 16 1:8<br>Group 18 1:9<br>Group 20 1:10 | 0 not met<br>1 partially met<br>2 fully met |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|

TOTAL D

### E. Physical Environment

|                                                                                                                                                                                                                                                                                                |                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 1. The indoor and outdoor environments are safe, clean, attractive and spacious.                                                                                                                                                                                                               | 0 not met<br>1 partially met<br>2 fully met |
| 2. Activity areas are defined clearly by spatial arrangement. Space is arranged so that children can work individually, together in small groups, or in a large group. Space is arranged to provide clear pathways for children to move from one area to another and to minimize distractions. | 0 not met<br>1 partially met<br>2 fully met |
| 3. Age-appropriate materials and equipment of sufficient quantity, variety, and durability are readily accessible to children and arranged on low, open shelves to promote independent use by children.                                                                                        | 0 not met<br>1 partially met<br>2 fully met |
| 4. Individual spaces for children to hang their clothing and store their personal belongings are provided.                                                                                                                                                                                     | 0 not met<br>1 partially met<br>2 fully met |
| 5. Private areas are available indoors and outdoors for children to have solitude.                                                                                                                                                                                                             | 0 not met<br>1 partially met<br>2 fully met |

|                                                                                                                                                                                                                                                                                                                                         |                                             |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--|
| <b>E. Environment (cont'd)</b>                                                                                                                                                                                                                                                                                                          |                                             |  |
| 6. The environment includes soft elements such as rugs, cushions, or rocking chairs.                                                                                                                                                                                                                                                    | 0 not met<br>1 partially met<br>2 fully met |  |
| 7. Sound-absorbing materials are used to cut down on excessive noise.                                                                                                                                                                                                                                                                   | 0 not met<br>1 partially met<br>2 fully met |  |
| 8. The outdoor area includes a variety of surfaces such as soil, sand, grass, hills, flat sections, and hard areas for wheel toys. The outdoor area includes shade; open space; and a variety of equipment for riding, climbing, balancing, and individual play. The outdoor area is protected from access to streets or other dangers. | 0 not met<br>1 partially met<br>2 fully met |  |
| TOTAL E                                                                                                                                                                                                                                                                                                                                 |                                             |  |
| <b>F. Health and Safety</b>                                                                                                                                                                                                                                                                                                             |                                             |  |
| 1. Children are under adult supervision at all times.                                                                                                                                                                                                                                                                                   | 0 not met<br>1 partially met<br>2 fully met |  |
| 2. Children are dressed appropriately for outdoor activities. Extra clothing is kept on hand for each child.                                                                                                                                                                                                                            | 0 not met<br>1 partially met<br>2 fully met |  |
| 3. The facility is clean.                                                                                                                                                                                                                                                                                                               | 0 not met<br>1 partially met<br>2 fully met |  |
| 4. Toilets, drinking water, and hand washing facilities are easily accessible to children. Soap and disposable towels are provided. Children wash hands after toileting and before meals.                                                                                                                                               | 0 not met<br>1 partially met<br>2 fully met |  |
| 5. All rooms are well-lighted and ventilated. Stairways are well-lighted and equipped with handrails. Screens are placed on all windows which open. Electrical outlets are covered with protective caps. Floor coverings are attached to the floor or backed with non-slip materials. Nontoxic building materials are used.             | 0 not met<br>1 partially met<br>2 fully met |  |
| 6. Cushioning materials such as mats, wood chips, or sand are used under climbers, slides, or swings. Climbing equipment, swings, and large pieces of furniture are securely anchored.                                                                                                                                                  | 0 not met<br>1 partially met<br>2 fully met |  |
| TOTAL F                                                                                                                                                                                                                                                                                                                                 |                                             |  |
| <b>G. Nutrition</b>                                                                                                                                                                                                                                                                                                                     |                                             |  |
| 1. Lunches are planned to meet the child's nutritional requirements as recommended by the Child Care Food Program of the United States Department of Agriculture in proportion to the amount of time the child is in the program each day.                                                                                              | 0 not met<br>1 partially met<br>2 fully met |  |
| TOTAL G                                                                                                                                                                                                                                                                                                                                 |                                             |  |

Date \_\_\_\_\_

40

School \_\_\_\_\_

Time Observed \_\_\_\_\_

Total A \_\_\_\_\_

Total B \_\_\_\_\_

Total C \_\_\_\_\_

Total D \_\_\_\_\_

Total E \_\_\_\_\_

Total F \_\_\_\_\_

Total G \_\_\_\_\_

TOTAL SCORE \_\_\_\_\_

(0 - 82)

Using Modified Version of the Early Childhood  
Classroom Observation Scale

## 41

KEY TO RATINGS: + generally OK for behavior, activity, or event to occur  
0 generally not OK

School  
Teacher  
Date

| TIME                      | PROGRAM DESCRIPTION                | Total Time, min | Bathroom | Drink | Nest | Move Freely | Large-Muscle | Fine-Muscle | Run-Play-Tease | Talk Informally | Receive Attention | Dramatic Play | Music | Art | Math-Science-Nature | Writing | Reading |
|---------------------------|------------------------------------|-----------------|----------|-------|------|-------------|--------------|-------------|----------------|-----------------|-------------------|---------------|-------|-----|---------------------|---------|---------|
| 8:30-9:00                 | Morning Arrival Activities/Lg.Grp. | 30              | +        | 0     | 0    | 0           | 0            | 0           | 0              | 0               | 0                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 9:00-9:30                 | Choice of Art Projects             | 30              | +        | 0     | 0    | +           | 0            | +           | 0              | +               | +                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 9:30-10:00                | Music                              | 30              | +        | 0     | 0    | 0           | +            | 0           | 0              | 0               | 0                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 10:00-10:35               | Outdoor Recess                     | 35              | +        | 0     | +    | +           | +            | 0           | +              | +               | +                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 10:35-11:10               | Math                               | 35              | +        | +     | 0    | +           | 0            | +           | 0              | +               | +                 | 0             | 0     | 0   | +                   | 0       | 0       |
| 11:10-11:30               | Large Group                        | 20              | +        | +     | 0    | 0           | 0            | 0           | 0              | +               | 0                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 11:30-11:40               | Get Ready for Lunch                | 10              | +        | +     | 0    | 0           | 0            | 0           | 0              | +               | 0                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 11:40-12:10               | Lunch                              | 30              | +        | +     | 0    | 0           | 0            | 0           | 0              | +               | 0                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 12:10-12:30               | Outdoor Recess                     | 20              | +        | +     | 0    | +           | +            | 0           | +              | +               | +                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 12:30-1:00                | Rest time                          | 30              | +        | +     | +    | 0           | 0            | 0           | 0              | 0               | 0                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 1:00-1:10                 | Story                              | 10              | +        | +     | +    | 0           | 0            | 0           | 0              | 0               | 0                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 1:10-1:40                 | Gym                                | 30              | +        | +     | 0    | 0           | +            | 0           | 0              | 0               | 0                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| 1:40-2:15                 | Free Choice                        | 35              | +        | +     | +    | +           | +            | +           | 0              | +               | +                 | +             | +     | +   | +                   | +       | +       |
| 2:15-2:30                 | Get Ready to Go Home Lg.Grp.       | 15              | +        | +     | 0    | 0           | 0            | 0           | 0              | 0               | 0                 | 0             | 0     | 0   | 0                   | 0       | 0       |
| Time Behavior Appropriate |                                    | 360             | 235      | 110   | 155  | 150         | 100          | 55          | 215            | 155             | 35                | 35            | 35    | 35  | 35                  | 35      | 35      |
| Total Program Time        |                                    | 360             | 360      | 360   | 360  | 360         | 360          | 360         | 360            | 360             | 360               | 360           | 360   | 360 | 360                 | 360     | 360     |
| Percentage                |                                    |                 | 100%     | 65%   | 33%  | 43%         | 42%          | 28%         | 15%            | 60%             | 43%               | 10%           | 10%   | 10% | 10%                 | 10%     | 10%     |

KEY TO RATINGS: + generally OK for behavior, activity, or event to occur  
0 generally not OK